Summary of Proposed Amendment to Consolidated State Plan Under the Every Student Succeeds Act of 1965 (ESSA)

November 2024

Background

In 2023, the Texas Education Agency (TEA) submitted an amendment to the state's Every Student Succeeds Act (ESSA) plan to adjust the methodology within the Closing the Gaps domain of its state accountability system used for federal identification under ESEA as amended by ESSA. **This amendment was approved by the U.S. Department of Education (USDE) on August 7, 2023.** This was followed by further analyses of student growth data to inform adjustments to the long-term and interim goals (targets). **This amendment was approved by the USDE on December 19, 2023.**

In the December 2023 approved State plan, the State's measurements (targets) of interim progress toward meeting the long-term goals for Progress in Achieving English Language Proficiency in Appendix A used a baseline of 2021-2022 progress rates for each campus type, under domain-based methodology. In 2023, 2024, and 2025 accountability, ELP Progress is based on domain-based methodology, where:

- x Domain-based Methodology: A student is considered having made progress if the student progresses at least one proficiency level in one or more of the four language domains (Listening, Speaking, Reading, and Writing) as measured by TELPAS.

2024-2025 Proposed Amendment to Progress in Achieving English Language Proficiency Methodology

In this proposed amendment, the State seeks return to composite-based Progress in Achieving English Language Proficiency methodology and to set the long-term and interim goals based on a baseline of 2023-2024 progress rates for each campus type. Year over year TELPAS composite proficiency results are proposed to be implemented beginning in the 2026 accountability year.

- x Composite-based Methodology: A student is considered to have made progress if the student advances at least one TELPAS composite proficiency level from the most recent prior year to the current year. A student is also considered to have made progress if the student has a composite proficiency rating of Advanced High or Basic Fluency in the current year. A weighted formula (25% weight for each of the 4 domains) is used to generate composite ratings.

The data analysis and proposed measurements of interim progress (targets) were shared in the December 2024 meeting of the Texas Accountability Advisory Group and made publicly available on the TEA website.

Measurements of Interim Progress and Long-Term Goals (Student Group Targets)

The agency updated the ELP Progress targets and set them by school type: elementary, middle, and high school. The targets are available in Appendix A on TEA's ESSA webpage.